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ABSTRACT

This long-range plan was developed to guide the efforts of the community colleges of Connecticut to evaluate and, where necessary, improve the quality of its services in anticipation of coming changes in the economy, the work force, and the student population. Introductory sections describe the purpose of the plan, assert board support, and delineate the mission of the community college system to provide instruction, conduct research, and provide community service, citing relevant sections of the authorizing legislation. Next, a list of planning assumptions is provided, addressing economic, demographic, political/regulatory, and technological issues and relationships with other agencies. The final section presents a series of goals, with related objectives and indicators of progress concerned with: (1) the maintenance of educational excellence; (2) the assurance of access to education for minority, non-English speaking, and poor students and mothers of young children; (3) the provision of curricula and programs that are flexible and responsive to community needs; (4) the assurance of adequate fiscal support for the state system and the colleges' effective use of resources; and (5) the enhancement of public awareness of the community colleges. Appendixes provide scope and role statements for each campus in the system; fall 1988 enrollment statistics; fall 1987 and 1988 headcount and full-time equivalent enrollment by college; a systemwide enrollment history for 1981 through 1988; fall 1988 student age, gender, and ethnic distributions; and information on minority and program enrollments. (AAC)

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TOWARDS 2000

A LONG-RANGE PLAN FOR THE COMMUNITY COLLEGES OF CONNECTICUT

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TOWARDS 2000

A LONG-RANGE PLAN
FOR THE COMMUNITY COLLEGES OF CONNECTICUT

The
COMMUNITY
COLLEGES
of Connecticut

INTRODUCTION

Purpose of the Plan

As we approach the year 2000, the community colleges of Connecticut face growing and varied challenges. We are called upon to serve an increasingly diverse student population with declining numbers of recent high school graduates and growing numbers of adult part-time students and academically underprepared students. More emphasis is being placed on accountability and on our ability to demonstrate the quality and effectiveness of our educational services. New programmatic responses and educational directions are required to meet the demands of a rapidly changing society. And, while the financial resources available to us have been increasing in recent years, they are likely to always fall short of what we believe is necessary to fulfill our full potential for effectiveness. All of these circumstances combine to create the environment of the 1980's and 1990's, an environment of opportunity as well as challenge for the leadership, faculty and staff of the community colleges of Connecticut.

The Community College Long-Range Plan is intended to provide a road map by which the Community College System is guided towards the year 2000. It begins with the assumption that to focus the system's efforts to provide high quality services to its constituencies there must be an awareness and acceptance of common purpose. It also recognizes that quality and diversity reinforce one another, and so, while the plan sets directions, it does not stifle initiative and creativity.

The ultimate goal of the Long-Range Plan is to ensure that the Connecticut Community Colleges are among the best in the country over the next decade and beyond. The plan is a two-fold process, the first being measurement of the quality of services, and the second, the improvement of services, where necessary. The process of self-analysis is the ultimate act of education, and so the community colleges will be intimately involved in the process of education.

According to Jobs for Connecticut's Future, between 1985 and 1995, the number of jobs will grow by 15% while the labor force will grow by only 10%. This shortage, coupled with rapid changes in technology, and, by extension, the applicability of job skills, will force massive efforts in training and retraining the labor force. The Community College Long-Range Plan embraces these challenges, providing a vision of the colleges' responses to the changing environment.

As the state's economy is transformed from manufacturing to service industries, the work force must also change. It will be important for the colleges to educate citizens who will be prepared for lives which will require constant learning in the ever changing work force environment of the future. Research suggests that most of the jobs created between now and 2000 will

require more than a high school education but will not require a baccalaureate degree. This means that the community colleges will play a significant role in developing that work place. Our academic offerings must provide not only the technical information necessary for entry into the work force but must provide our students with a set of values which will aid their successful pursuit of career and personal goals. Excellence must be the hallmark of a community college education.

Central to our definition of excellence is our ability to provide services for all citizens of Connecticut. Our success must not be gained at the expense of access. Demographic projections indicate that minority students, black and Hispanic, will constitute an ever-growing proportion of the citizens of the state, and the economy will depend in increasing measure on the labor of minority workers. Community colleges currently educate over 50% of the minorities in public higher education in Connecticut, and there is no reason to believe that this will change. Clearly, if the Connecticut economy is to be adequately supplied with workers, the community colleges will be called upon to recruit, retain and graduate minority students in significant numbers. The System Long-Range Plan recognizes and responds to this challenge.

Access, Excellence and Relevance are the themes which pervade the Community College Long-Range Plan. Each element reflects the spirit of our commitment to advancing the borders of knowledge and providing to the citizens of Connecticut a high quality education.

The Long-Range Plan is rooted in the Strategic Plan for Connecticut Higher Education. It builds on the initiatives of the Board of Governors, refining these to the particular mission of the community colleges. It accepts the findings of the Strategic Plan and proceeds to additional planning assumptions of particular relevance to the community colleges. It shares the Board of Governors' Strategic Plan's vision of the year 2001 and seeks programmatically to make real that vision.

Finally, the Long-Range Plan commits the system of community colleges to a rigorous self-examination, an effort which will demonstrate its many strengths and provide a means of correcting any weaknesses. The plan espouses excellence and access as joint goals in the conviction that it is only through access to educational opportunities of high quality that the fulfillment of individual potential will ultimately be achieved.

Andrew C. McKirdy, Executive Director

MESSAGE FROM THE BOARD

The Community College Long-Range Plan is designed to focus the system's educational activity over the next decade and beyond. The document will provide both a benchmark against which we may measure our progress, and a beacon to which we may point. It will state what we are, but also what we hope and what we are working to become. It challenges us to look at ourselves critically and to recognize that we play a key role in our state's development.

Because of the very magnitude of the task and because we are central to any strategies designed for successful completion of the task, it is imperative that we strive to provide services of high quality. This is not to suggest that we do not currently do so, but, in addition to performing well, we must be able to demonstrate the quality of those performances. We must never grow complacent, certain in the belief that yesterday's solution is today's answer. The field of our endeavor is indeed wide, the challenge great, but our response can be dramatic. American democracy is founded on a belief in the universality of reason and the educability of that reason. The fulfillment of that dream has been inextricably linked with education. Community colleges are engaged in giving substance to that dream.

Our community colleges are in the forefront of the battle against assumptions of exclusiveness, against the narrowing of that universe of reason. The Long-Range Plan is a statement of our continued dedication to that struggle. The strategic goals are statements of our commitment both to excellence in the quality of the programs we provide and access of all citizens of Connecticut to those programs. The goals recognize our determination to remove barriers from the path of those seeking to gain entrance to higher education. The provision of basic skills programs, counseling and advising and child care are proof of our commitment. We fully understand that our service areas are in a state of constant change, and we recognize our need to change with them in order to be relevant and effective. Our pledge to review and modify programs in response to regional needs will ensure our continued relevance. The plan also addresses our need to be socially and fiscally responsible, hence, our affirmative action goals and our pledge to review management practices and procedures so as to be as efficient as possible.

The Long-Range Plan assumes that institutional planning is already taking place. It has been developed to embrace those aspirations evidenced by college plans and is not designed to replace campus planning. It is expected that current campus activities will find a comfortable home in the System Long-range Plan. The laudatory work of college personnel in developing institutional plans prior to the

genesis of the System Long-Range Plan should make the task of adjustment that much easier since we share the ultimate goal of providing high quality education to Connecticut's citizens.

The plan also assumes that, given our limited resources, not every objective will be given equal weight each year. Colleges will be expected on an annual basis, consistent with the System Long-Range Plan, to assign resources to those objectives which afford them the greatest flexibility and responsiveness and which simultaneously effect the system's goals. Over many months, the process of review and input from trustees, presidents, provosts, deans and Central Office staff has ensured that all the goals which the leadership of the system agrees are most important are a part of the plan. The integrity of the system will depend, in large measure, on our ability to demonstrate that we have accomplished our goals, which must be far-reaching enough to effect change for Connecticut's benefit but must also be realistic and achievable.

The indicators of progress seek to achieve this balance and recognize each college's capacity to respond to the challenges inherent in the plan. Evaluation, therefore, will be a two-fold process, the more important of which is the willingness of the campus to review, on a continuing basis, its progress towards achievement of the goals and its willingness to document that progress.

No plan, however well conceived, has meaning independently of the people who implement it. The faculty and staff of the community colleges of Connecticut have for over twenty years demonstrated their commitment to excellence and to ensuring student success. Our successful response to the challenges posed by the coming decade will depend on the efforts of our faculty and staff. Their involvement in the creation of the colleges' plans which will respond to the system's Long-Range Plan will ensure its successful implementation.

We are embarked on a very exciting venture, one that can ensure us a place among the best community colleges in the country. It will not be an easy task, but it can be a tremendously fulfilling one. The plan is our commitment, its success will be our reward and that of all those we seek to serve.

David L. Cannon

David L. Cannon, Chairman

BOARD OF TRUSTEES OF REGIONAL COMMUNITY COLLEGES
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Subject to statewide policy and guidelines, the Board of Trustees of Regional Community Colleges administers the Community College System and plans for the expansion and development of the institutions within its jurisdiction.

THE COMMUNITY COLLEGE SYSTEM MISSION

OVERVIEW

The following twelve institutions constitute the Connecticut Community College System:

Capital Region Community College District:

Asnuntuck Community College
Enfield

Greater Hartford Community College
Hartford

Tunxis Community College
Farmington

Housatonic Community College
Bridgeport

Manchester Community College
Manchester

Mattatuck Community College
Waterbury

Middlesex Community College
Middletown

Mohegan Community College
Norwich

Northwestern Connecticut Community College
Winsted

Norwalk Community College
Norwalk

Quinebaug Valley Community College
Danielson

South Central Community College
New Haven

Statutory Mandate

The primary responsibilities of Connecticut Community Colleges were delineated by the Connecticut General Assembly in Public Act 75-100. This mandate was incorporated in Connecticut General Statutes Sec. 10a-80 (formerly Sec. 10-381).

Enactment of Public Act 75-100 (Sec. 10a-80) provided a direct response to a recommendation contained in the 1974 Legislative Program Review Committee study of the community colleges. Its effect was to update and clarify the original legislative mandate for community colleges as provided in Public Act 330 (1965); Section 10a-80 states:

> (a) The primary responsibilities of the Regional Community Colleges shall be:
>
> 1. to provide programs of occupational, vocational and career education designed to provide training for immediate employment, job retraining or upgrading of skills to meet individual, community and state manpower needs;
>
> 2. to provide programs of general study including, but not limited to, remediation, general and adult education and continuing education designed to meet individual student goals;
>
> 3. to provide programs of study for college transfer representing the first two years of baccalaureate education;
>
> 4. to provide community service programs as defined in subsection (b) of this section; and,
>
> 5. to provide student support services including, but not limited to, admissions, counseling, testing, placement, individualized instruction and efforts to serve students with special needs.
>
> (b) As used in this section, "community service programs" means educational, cultural, recreational and community directed services which a community college may provide in addition to its regular academic program. Such community service programs may include, but shall not be limited to:

1. activities designed to enrich the intellectual, cultural and social life of the community;

2. educational services designed to promote the development of skills for the effective use of leisure time;

3. activities and programs designed to assist in the identification and solution of community problems, and,

4. utilization of college facilities and services by community groups to the extent such usage does not conflict with the regular schedule of the college.

Community colleges recognize that it is imperative for them to be assured the flexibility needed to permit them to fulfill the various responsibilities included in their mandate.

Student Clientele

Connecticut has no asset more valuable than its human resources. Through their Open Door policy, Connecticut Community Colleges offer maximum development of this state asset by providing individuals lifelong access to educational opportunities.

Connecticut Community Colleges have recognized and responded to dramatic shifts from full-time to part-time students and from younger to older students. Over three-quarters of the students who enroll in community colleges attend on a part-time basis. Over half are twenty-five years old or older, and more than two-thirds are women. Fourteen percent are representatives of minority groups.

Many adult community college students have already earned baccalaureate degrees and now must seek additional skills for a new career, a career change or for job advancement. One of the results of rapid technological change is to sweep away job opportunities for many other individuals who, in the past, have had little or no chance for education beyond high school. These individuals are also now confronted with an employment picture that demands more education and training.

The ability to respond to the individual needs of students who wish to attend community colleges is dependent upon availability of extensive instructional and student support services designed to assess and accommodate individual levels of competence.

INSTRUCTION

It is the responsibility of Connecticut Community Colleges to identify and to address the ever-changing educational needs of the individuals and regions they serve by providing a broad range of occupational, transfer and general programs and a wide variety of services.

Community colleges are unique with regard to certain individual efforts, emphases and priorities. However, each community college provides a variety of courses of study which are two years or less in duration and which may lead to associate degrees, certificates or simply to the short-term acquisition of specific job skills. At any community college it is possible for students who wish to do so to limit their enrollment to a few courses focusing on certain specialized job skills; however, community college career programs are alike in that each includes a general education component to provide students who enroll in such programs with a broader educational experience.

Connecticut General Statutes authorize community colleges to award associate degrees and certificates appropriate to their curricula.

The following degrees may be awarded:

- Associate in Science
- Associate in Applied Science
- Associate in Arts

Certificate programs may be comprised of single courses or small groups of courses generally intended for occupational training, upgrading or retraining.

The admissions policies established by the Board of Trustees insure that needed educational opportunities are available, within budget limits, to all who meet the minimal requirements of graduation from high school or the achievement of a high school equivalency certificate. Efforts to reach older or educationally disadvantaged students are facilitated by the fact that formal admissions requirements may be waived in appropriate circumstances.

These Open Door policies thus enable students to enter community colleges and to initiate their learning experiences at appropriate and realistic levels. However, admission to a specific program of study is not automatic or guaranteed. Certain specialized degree programs require specific prior preparation and thus have established minimum entrance requirements. Admission to these specialized programs is not possible until such requirements have been met.

Many students who take advantage of the opportunity to enter community colleges are initially unprepared or underprepared to meet college-level course requirements in an effective manner. In response to the needs of such students, community colleges currently offer the following kinds of support:

- testing to identify special needs
- counseling to assist students in selection of courses and programs compatible with their level of development at the time of entrance
- remedial/developmental courses designed to improve basic skills in, for example, reading, written and oral communication and mathematics
- courses designed to build college study skills
- opportunities for the bilingual student to build English language proficiency and to enhance linguistic skill in the native language
- services designed to meet individual needs of handicapped students
- services designed to meet the needs of parents whose access to educational opportunity may be limited because of their obligations to young children
- opportunities for unprepared students to enhance self-esteem and to develop career awareness and motivation
- opportunities for students to increase awareness of racial, cultural and sexual identity

Community colleges provide quality instructional services to a wide variety of students, including many who are nontraditional, such as the homebound, the elderly, the institutionalized and the disabled. Their services are provided at both on-campus and off-campus locations in the effort to assure that they are accessible at times when and places where students can take advantage of them.

In response to the varied needs of their constituents, community colleges provide educational services through a wide variety of delivery systems including, for example, traditional classroom instruction, televised instruction, utilization of new educational technologies and other learning resources, assessment of prior learning, independent study and cooperative arrangements with other providers of instruction.

The Community College System is providing services to an increasingly diverse student population, many of whom have not been served by traditional forms of higher education.

RESEARCH

The statutory mandate for the Community College System does not call for research activities. However, various research efforts focus on students, student achievement and educational programs and services.

PUBLIC (COMMUNITY) SERVICE

The Board of Trustees maintains that the practice of community services should reflect the colleges' responses to current or projected needs or interests. Accordingly, community service activities are not restricted to a single funding source, credit or non-credit designation, instructor pool, schedule or location.

In practice, community services include primarily short-term credit and non-credit instruction or activities related to occupational development, customized training, on-site courses, municipal services, community outreach, conferences, workshops, televised or individualized instruction, speakers bureaus, use of facilities, contract and grant projects and inter-agency cooperation.

Community service programs are primarily self-supporting and use college-based or community-based resources in working with federal and state agencies, municipal offices, public interest groups, professional associations, labor organizations and other education or training providers. In addition to the general population, community service programs may be targeted to specific groups like youth, older adults, women, military service members, inmates, minorities, and the disabled.

Community services help promote the community college as a focus for lifelong learning. They address career, personal, instructional, cultural, and public interests, respond to regional needs and help advance the socio-economic development of the state. They facilitate the return of a wide variety of students to the learning process so that new knowledge can be applied continually to living and working. They often attract one-time students of all ages who have a special interest in a given topic. A community service course often is the first entry point into college-level study. This aspect enhances access to higher education and offers recurrent educational opportunities.

Adopted by Board of Trustees July 30, 1984; amended May 1986; adopted by Board of Governors for Higher Education October 21, 1986.

PLANNING ASSUMPTIONS

1.0 Economic

- Connecticut's economy will experience a structural shift in the next decade;
- there will be a growing mismatch between work force skills and available jobs;
- there will be a 15% growth in jobs between 1985 and 1995;
- the labor market will grow only 10% between 1985 and 1995;
- service industries will grow at three times the rate of growth of the overall economy;
- there will be increased emphasis on the training and education of adults;
- small companies will generate most of the new jobs in Connecticut.

2.0 Demographic

- there will be modest population growth between 1985 and 1999;
- the number of high school graduates will continue to decline;
- a growing percentage of high school graduates will be minority;
- non-traditional student needs--child care, transportation, availability of student services to part time students--will intensify as the composition of the student body changes;
- the need to provide remedial education will continue to be a major community college concern.

3.0 Political/Regulatory

- increased funding beyond current services through the early 1990's will be uncertain;
- increased pressure from external agencies for the system to pursue specific initiatives;

- affirmative action procedures and reporting will continue to be complicated and there will be increased pressure for more effective implementation of regulations;

- need to demonstrate that community colleges provide high quality education will increase;

- systemwide student assessment and placement to provide remedial education as necessary;

- increasing need to establish partnerships with business and industry;

- increased demand to centralize system data as emphasis on accountability increases;

- tuition ceiling will continue to rise and there will be a pressing need to ensure that access is not denied as a result;

- pressure from professional licensure bodies to restrict transfer credit will increase;

- pressure from professional schools to limit courses offered at community colleges;

- public awareness of the community colleges will increase, and public opinion will continue to improve;

- regulations will increase;

- Community Colleges' services will continue to expand to include emerging areas of need;

- federal grants will be more difficult to obtain and will be increasingly categorical, with more regulations;

4.0 Relationships with Other Educational Agencies

State University

- increase in the provision of instruction to lower-skilled students;

- will find difficulty in filling freshmen class and become more receptive to 2+2 arrangement;

- will increase training programs for business community;

- will make a determined effort to recruit minority students;

- as the production of Ph.D's drops will compete with community colleges for faculty;

State Technical Colleges
- negotiations over definition of technical programs to include developing technologies will increase;

- increased offering of remedial courses;

- competition for JTPA contracts;

Charter Oak College
- credentialing of training by state, business and proprietary schools;

UConn
- move to increase selectivity/raise standards;

Local School Districts
- continue adult education programs;

- increased efforts toward skills training;

Proprietary Schools
- may increase in number, impact and competitiveness;

5.0 Technology
- increased use of video disks, micro-computer instruction;

- computer-aided instruction, particularly in basic skills, will be realized in early 1990's;

- increased use of television delivery;

In Business and Industry:
- continued miniaturization and use of robots and micro-processors;

- extensive use of robots in manufacturing;

- quickened movement into post-industrial information age;

- increased level of training and retraining;

1.0 EDUCATIONAL EXCELLENCE

Excellence at all levels of education is an imperative, not a luxury." (BOG Strategic Plan)

- -

1.1 To offer high quality academic programs and services.

High quality instructional programs are central to the mission of all the colleges. Of critical importance to this assertion of excellence as the system standard is our ability to articulate clearly what we mean by excellence. To this end, the colleges will engage in the process of defining institutional effectiveness. This will involve a comprehensive review of institutional standards so as to evolve a system of measuring the effect each institution has on its students. We will look at our ability to place students in courses appropriate to their level of intellectual development, provide them exposure to the most appropriate educational technology and constantly engage their interest.

1.1(1) Improve and refine basic skills placement testing procedures and develop placement assessment.

Responsible Unit: Central Office/Colleges

Indicators of Progress:

1. Implementation of systemwide assessment instrument.
   Target date: 1989

2. Consistent improvement in testing and placement rates.
   Target date: Ongoing

3. Demonstration, through improved student success rates, of validity of placement decisions.
   Target date: 1991

4. Continuation of a systemwide committee to direct and evaluate developmental efforts.
   Target date: Ongoing

5. Annual assessment of remedial program.
   Target date: Annual

1.1(2) Maintain or improve institutional effectiveness.

Responsible Unit: Colleges

Indicators of Progress:

1. Development, by college, of a plan and implementation schedule to measure effectiveness, to include college-designed outcomes measures.
   Target date: 1990

2. Demonstration of increased effectiveness using college's criteria.
   Target date: 1992

3. Implementation of procedures to review and strengthen, as appropriate, general education component of programs as part of the annual evaluations.
   Target date: 1992

4. Define, and design appropriate measures of, retention.
   Target date: 1991

1.1(3) Achieve technological currency in academic and administrative support areas.

Responsible Unit: Central Office/Colleges
Indicators of Progress:

Central Office:

1. Achievement of the software development objectives of the data processing plan.
   Target date: 1992

2. Achievement of at least 50% of budget requests for scheduled replacement of, and acquisitions to enhance, colleges' computer and other technological equipment base.
   Target date: 1990/Ongoing

Colleges

3. Evidence of the integration of the computer into additional academic courses/programs.
   Target date: 1992

1.1(4) Place emphasis on increasing international and inter-cultural awareness.

Responsible Unit: Colleges
Indicators of Progress:

Colleges:

1. Evidence of activities, including curricular changes as appropriate, which promote international and inter-cultural awareness.

1.1(5) Improve the breadth and appropriateness of library holdings and services.

Responsible Unit: Central Office/Colleges
Indicator of Progress: 1. Achievement of the goals of the library formula.
Target date: 1991

1.2 **To offer comprehensive academic programming.**

The community colleges of Connecticut have achieved remarkable success in their short life of twenty-five years or so. Much of that success came from their ability to provide high quality service to a variety of populations. It is imperative that every element of the community college mission be vigorously implemented. The colleges must continue to provide opportunities for the traditional student who is seeking to complete the freshman and sophomore years at the community college before transferring to a four-year institution. Similarly, they must continue to provide superior services to the students who come for career and continuing education. In addition, they must make every effort to develop joint programs with the State Technical Colleges so as to be better able to respond to service area needs.

1.2(1) Maintain a mix of student enrollments in career, transfer and continuing education programs.

Responsible Unit: Colleges/Central Office
Indicators of Progress:

Colleges:

1. Evidence of continued development/offering of occupational and transfer programs.
Target date: 1992

Central Office:

2. Development of articulation agreements with appropriate sectors of higher education.
Target date: Ongoing

1.2(2) Continue efforts to develop joint programs with State Technical Colleges.

Responsible Unit: Colleges
Indicator of Progress: 1. Development of at least two (2) substantive joint programs.
Target date: Fall 1989

1.3 **To Improve the quality of preparatory programs, academic and support services as well as measurement of activity.**

The community colleges are higher education's entry point for many students who are deficient in basic academic skills. In order for these students and the institutions to succeed, it is imperative that services and programs designed specifically to meet their needs be constantly improved. Whatever changes the recent improvements in K-12 education may have on the skill level of students entering Connecticut State University or the University of Connecticut it is certain that the community colleges will continue to enroll skill-deficient students. In addition, since the majority of students who enroll at the community colleges have not recently graduated from high school, the reforms will have minimal effect in the short term. The community colleges will continue to provide services to remedial students and will increase efforts to refine these programs.

1.3(1) Improve the basic skills programs required to meet students' needs.

Responsible Unit: Colleges
Indicator of Progress: 1. Demonstration of improved success rates among basic skills students in subsequent college-level courses.
Target date: 1991

1.3(2) Provide pre-curricular access programs.*

Responsible Unit: Colleges
Indicators of Progress: 1. Identification of areas where pre-curricular services would provide greater access for students.
Target date: 1990

2. Development of program-specific access courses/services which allow aspiring students who are deficient in program-specific basic skills to enter specialized programs. Examples are pre-nursing, pre-computer science courses.
Target date: 1991

*Pre-curricular access programs are designed to provide developmental instruction in specific program areas for students who are interested in a program but lack the skills to be accepted. e.g., Pre-nursing.

1.3(3) Improve ability to respond to students' needs through enhanced institutional support services

Responsible Unit: Colleges

Indicator of Progress:

1. Demonstration of increasing effectiveness of academic support services (e.g., tutoring, advising, writing center, math center).
   Target date: 1990

2. Evidence of staff development activities designed to promote greater awareness and understanding of the needs of underprepared students, paticularly among staff not intimately involved with these students.
   Target date: 1990

2.0 ACCESS

The provision of adequate financial assistance and services for our "new students"--those who are older, female, minority, transferring or studying part-time), and the recruitment and retention of minorities are key toward assuring access for all qualified individuals. (BOG Strategic Plan)

2.1 To increase significantly the enrollment and retention rates of minority students.

Connecticut's community colleges currently educate approximately 50% of the minorities enrolled in the state's higher education system. Minorities also account for 14% of the community colleges' enrollment. Clearly, the colleges response to these students will have far-reaching effects for both the colleges themselves and the minority students. Recent demographic projections indicate that a growing proportion of high school graduates will be minority; this has obvious implications for the future composition of higher education institutions and the Connecticut work force.

It is clear that we will have to continue our efforts to attract, retain and graduate minority students in increasing numbers. This will mean an increase in our outreach efforts, a concerted effort to create comfortable environments for minority students and our recognizing that we may need to make extraordinary efforts in order to succeed with these students.

While minorities constitute a significant proportion of those students for whom outreach efforts are of special significance, they are only one population. Older students returning to college, displaced workers seeking to acquire new skills, and language-deficient immigrants constitute a growing proportion of the community college family. The community colleges must remain vigilant, exploring all possibilities to ensure that the door to higher education remains open.

2.1(1) Maintain special programs and services which enhance access for non-English speaking residents (ESL programs, bilingual courses, and related services).

Responsible Unit: Colleges

Indicators of Progress:

1. Creation of publicity materials which market programs to appropriate audiences.
   Target date: 1989

2. Evidence that programs and services are available for non-English speaking residents of college's service area and satisfy these students' needs.
   Target date: 1991

3. Demonstration of improved student success rates in subsequent courses.
   Target date: 1991

2.1(2) Work cooperatively with appropriate agencies to provide high school equivalency instruction.

Responsible Unit: Colleges
Indicator of Progress: 1. Activities which indicate cooperation with local school districts to assist in providing services to high school dropouts.
   Target date: 1991

2.1(3) To enroll minority students in proportions at least equal to their representation in the service region and across the spectrum of curricular offerings.

Responsible Unit: Colleges
Indicators of Progress: 1. Achievement of the college's goals of the Minority Access and Retention Plans.
   Target date: 1991

2. Evidence of representative minority presence across the curriculum.
   Target date: 1991

2.1(4) To provide, through child care facilities, increased opportunities for Connecticut's citizens to attend college.

Responsible Unit: Colleges/Central Office
Indicator of Progress 1. Evidence of functioning child care facilities at each campus.
   Target date: 1989

2.1(5) Sustain a Community College-High School Partnership program.

Responsible Unit: Colleges
Indicators of Progress: 1. Consistent with space limitations, each college enrolls an increasing number of students in the High School Partnerships program.
   Target date: 1988-92

2. Enrollment of a representative proportion of minority high school students in the Partnerships program.
   Target date: 1989

3. Evidence of successful completion of courses by a majority of the enrolled students.
   Target date: Ongoing

2.1(6) Provide non-credit courses and programs targeted to minority groups.

Responsible Unit: Colleges
Indicator of Progress: 1. Enrollment of a representative proportion of minorities in college's service area in non-credit courses and programs, particularly training and retraining programs.
Target date: 1990

2.1(7) Continue to provide high quality cultural events which recognize racial/ethnic differences in the community and student body.

Responsible Unit: Colleges
Indicator of Progress: 1. Evidence that cultural events programming recognizes the diversity of the student body and the community.
Target date: 1989

2.2 **To achieve increased utilization of community colleges' services**

The community colleges currently serve over 40% of the undergraduates in Connecticut public higher education. Because of the profile of the student the colleges serve, recruitment is a time-intensive, labor-intensive activity. In many cases, it is not simply a case of providing prospective students the information for choice between different institutions, it is a question of awakening students' interest in the possibilities inherent in higher education. Recruitment is, therefore, a multi-faceted act of making citizens aware of the community college and the creation of services and programs which respond directly to the multiple needs of the various populations the colleges serve.

2.2(1) Increase awareness of the advantages and strengths of a community college education among identified target populations: dislocated workers, low socio-economic status groups, business and industrial employees, college graduates seeking skills upgrading and other under-represented groups.

Responsible Unit: Central Office/Colleges
Indicator of Progress: 1. Increased enrollment among members of identified groups in credit and non-credit programs/courses at the colleges.
Target date: 1991

2.2(2) Continue to provide opportunities for graduating high school seniors to choose the community colleges for full and part-time credit study.

Responsible Unit: Colleges
Indicator of Progress:
1. Increasing share of of high school graduates enrolling at community colleges.
Target date: 1990

2.2(3) Develop articulation with service area high schools and colleges to facilitate student transfer in and out of community colleges.

Responsible Unit: Central Office/Colleges
Indicators of Progress: Central Office:
1. Development of a systemwide articulation agreement with Connecticut State University.
Target date: 1989

2. Extension of the principles of the system articulation agreement to the University of Connecticut.
Target date: 1990

Colleges:
3. Development of individual agreements with service area high schools and colleges.
Target date: 1990

2.3 **To ensure that all eligible students receive financial aid.**

Research has consistently shown the relationship which exists between the availability of financial aid and the enrollment and retention patterns of non-traditional students. Financial aid has a major effect on students' choices and their ability to persist. A lack of adequate financial resources is the reason frequently cited for students not continuing their education. Although per capita awards for Connecticut's students have risen over the last three years, it is important that we continue to make progress in this regard. Beyond this, however, it is critical that colleges continue to recruit those students who are most needy. Often students who are making decisions about colleges are deterred by the apparent cost to them, not aware that much of the cost can be absorbed by financial aid. Through improved financial aid materials and increased outreach activity the colleges can assist residents to make better informed decisions about pursuing a higher education.

2.3.(1) To improve those services which enhance area residents' knowledge of the availability of financial aid and which encourage greater participation.

Responsible Unit: Colleges
Indicator of Progress: 1. Full utilization of the college's financial aid awards.
Target date: 1990

2.4 **To ensure appropriate representation of women and minorities in the system's work force.**

As open door institutions, the community colleges have attracted a most diverse student body, with disproportionately high percentages of women and minorities. The colleges fully understand that education must be more than the mechanistic relationship between textbook information and the student. It is, in fact, the sum total of both non-academic and academic experiences, the interaction between the culture of the institution and the student. If the educational process is to prove successful then the student must be provided, in that culture, an affirmation of his/her importance and centrality to the business of the institution. Nowhere is this demonstrated more effectively than in the availability of role models who are capable of demonstrating for the student the possibility of personal success.

2.4(1) To increase the effectiveness of the minority staff recruitment program and achieve greater diversification of the work force, particularly the faculty.

Responsible Unit: Central Office/Colleges
Indicators of Progress: 1. Achievement of the goals of the affirmative action plans.
Target date: Ongoing

2. Achieve hiring rate of at least 30% of fellows from Minority Fellowship program.
Target date: 1992

3.0 RESPONSIVENESS AND FLEXIBILITY

"Colleges must update curricula and introduce new programs; expand training, retraining and continuing education . . ." (BOG Strategic Plan)

3.1 To continue to meet emerging state and service area needs through timely and effective responses.

The particular strength of the community college is its ability to respond quickly to challenges presented by the needs of the student as well as the local service area. These service areas differ from region to region, and so, the colleges' responses differ, but ultimately their success results from engaging the particular emerging needs of their service areas. Obviously, then, the community college must act as a barometer which evaluates change and recognizes need. Critical to this process is the college's ability and willingness to seek out emerging needs. This search must be an integral part of the mission of the institution. The colleges will advance their position in meeting the needs and requirements of their service areas through responsive programs, services and delivery systems.

3.1(1) Expand efforts to identify, measure and assess service area needs and interests.

Responsible Unit: Colleges
Indicator of Progress: 1. Evidence of the use of survey findings which show a congruence between service area needs and the development of programs and courses.
Target date: 1991

3.1(2) Provide educational opportunities for all students through the use of varied modes of instruction and innovative delivery systems.

Responsible Unit: Colleges
Indicator of Progress: 1. Evidence of the use of varied instructional modes, including, but not limited to, the use of technology in the delivery of academic services.
Target date: 1990

3.2 Based on various indicators of the life-long learning needs of the community, continue to offer appropriate credit and non-credit programs and courses.

According to Jobs for Connecticut's Future, "By 1995, the number and nature of jobs in each sector of the economy will have changed significantly." To avoid a mismatch between jobs and available

skills, education and training efforts must be intensified. The community colleges are at the center of this effort--to upgrade skills and retrain workers--that is so critical to the continued development of Connecticut's economy. With an average student age of thirty-one, the community colleges already have considerable experience with adult populations and will be even more involved in the retraining process as we move towards the year 2000.

As life expectancy rates become higher, more retired citizens will be seeking opportunities to remain intellectually vibrant and involved. The community colleges will respond to this need through providing appropriate courses and activities.

3.2(1) Continue to provide programs which address the training and retraining needs of business and industry.

Responsible Unit: Colleges
Indicators of Progress: 1. Demonstrated increase in the volume of contracted services.
Target date: 1990

2. Demonstrated increase in number of students enrolled in short-term training courses.
Target date: 1990

3.2(2) Continue to provide programs which offer services to citizens who seek courses to enhance general citizenship and provide intellectual stimulation.

Responsible Unit: Colleges
Indicator of Progress: 1. Demonstrated increase in the number of credit and non-credit courses and services.
Target date: 1991

3.2(3) Expand cooperative education and placement efforts.

Responsible Unit: Colleges
Indicator of Progress: 1. Increased number of students participating in cooperative education and placement programs.
Target date: 1992

4.0 ADEQUATE FISCAL SUPPORT AND EFFECTIVE USE OF RESOURCES

"A first-rate system of public education requires adequate fiscal support for faculty, programs, support services, facilities and equipment. Higher education must be accountable for making the most cost-effective use of its existing resources, while seeking additional support necessary for meeting new challenges." (BOG Strategic Plan)

4.1 To gain a level of funding which is adequate for the task of providing the services demanded of the colleges.

The community colleges will need resources to fulfill the dream inherent in the long-range plan. It is critically important that the community colleges articulate clearly the impact and significance of the services they provide. They have done much to give fulfillment to the American dream of democratic equality, but the colleges, little more than twenty years old, are still the unproven newcomers. The products of a post-industrial era, the community colleges have successfully struggled to create an identity so different from their predecessors that earlier models proved all but useless. They have had to embrace a multitude of missions, to be adaptable and infinitely flexible. Whether they are engaged in repairing the educational deficiencies of the students' past; providing the first ray of hope for economic progress; building bridges for the linguistically isolated, or enhancing the skill level of the work force, the community colleges are in the forefront of the battle to provide for all citizens of Connecticut access to higher education through the provision of excellent programs and services.

To satisfy these several demands, the colleges will have to expand the base of their support, tapping areas that have traditionally been ignored; yet those very areas are extremely fertile because of the coincidence of their needs and the colleges'. To that end, the system will increase its efforts to garner private funding, particularly corporate and Foundation, and expand its alumni efforts. The colleges, through these efforts, expect to improve their ability to provide critical services to their service areas.

4.1(1) Improve public confidence and support

Responsible Unit: Central Office/Colleges
Indicator of Progress: 1. Legislative support of system's requests for funds to effect programmatic expansion and improvement.
Target date: Ongoing

4.1(2) Identify and obtain alternative support from private and corporate funding sources through the efforts of the Foundations.

Responsible Unit: Colleges/Central Office
Indicators of Progress: Central Office

1. Development of a systemwide Foundation.
   Target date: 1989

2. Evidence of corporate support of Foundation's activities.
   Target date: 1992

Colleges

3. Evidence of increased activity among Foundations.
   Target date: 1992

4.1(3) Continue the development and/or improvement of the alumni/ae associations.

Responsible Unit: Colleges
Indicator of Progress:

1. Evidence of increased activity among Alumni/ae Associations.
   Target date: 1992

4.2 **To strengthen those mechanisms which ensure effective and efficient use of resources.**

As the colleges' efforts to expand services continue, there will be an increasing need to ensure that available resources continue to be prudently expended. We expect that more extensive requirements for accountability, with concomitant stronger controls from governmental agencies will develop. In that event, it will become more important to work actively with regulatory and control agencies to ensure the congruence of the demands for accountability on the one hand and institutional systems and realities on the other.

A good deal of the success of the community college depends on its ability to be flexible and to respond quickly, efficiently and effectively to the many challenges of its environment. This can be best achieved if the institutions are not burdened by restrictions to their efforts. While the colleges will explore all possibilities for increasing productivity and conserving materials and energy, they must also have the managerial freedom to respond expeditiously to their respective constituency needs.

4.2(1) Work actively to ensure that system and outside agencies' procedures provide flexibility to college management.

Responsible Unit: Central Office
Indicator of Progress: 1. Review and reduction of paper procedures which unnecessarily restrict college activity.
Target date: 1990

4.3 **To provide facilities, through development and renovation, which support the mission of the colleges.**

The community colleges of Connecticut had the misfortune of realizing their most dramatic growth at the same time that the state's economy was shrinking in the 1970's. As a result, facilities development never kept pace with the enrollment growth of the colleges. Aging, inadequate facilities have become a major system problem. The quality of facilities figure prominently in the traditional student's decision to attend a college and also has residual effects on the spirit of the institutions.

The system is currently engaged in the process of creating facilities master plans which would provide the students with functionally appropriate and aesthetically satisfying environments within which to pursue their studies. Our facilities must also provide students and the wider community the opportunity to engage in activities which lead to lifelong health and fitness. In this way, the community colleges hope to improve their ability to provide services to students.

4.3(1) Proceed with the development of facilities master plans and the implementation of recommendations to provide safe, accessible, enhanced facilities through renovations and construction.

Responsible Unit: Central Office/Colleges
Indicators of Progress: 1. Acquisition of capital funds to complete phase I, II and III.
Target date: 1992

2. Completion of master plans for additional construction/renovation phases.
Target date: 1992

3. Completion of a space criteria standards model.
Target date: 1988

4.4 **To provide opportunities for faculty and staff to grow and improve through structured staff development activities.**

The staff represents the heart of any organization. In an educational organization this is particularly true of the faculty.

If the community colleges are to achieve the excellence to which they are pledged then the faculty must be committed to the students' and their own intellectual development. If we wish to enhance the curriculum, then it is important that the faculty be significantly involved in the process of change.

Each institution can create the conditions under which faculty will flourish. As the institution's environment changes, so, too, must the institution, and this means that we must place emphasis on staff development and provide encouragement to change. We need to create reward structures that are consistent with our mission and our articulated priorities. It is said that community colleges are teaching institutions. If this is so then excellence in teaching must figure prominently in our reward structures. Faculty must be encouraged and supported in their efforts to remain current not only in subject area content and pedagogy but also must be helped to a better understanding of the psychosocial characteristics of our students. The community colleges must steer towards the future by reinvigorating their faculty and staff.

4.4(1) Develop/enhance programs for staff improvement and development.

Responsible Unit: Colleges/Central Office
Indicators of Progress: 1. Evidence of a functioning staff development program at each college.
Target date: 1989

2. Evidence of programs developed by the Center for Teaching.
Target date: 1989

4.4(2) Improve orientation of full-time and part-time staff.

Responsible Unit: Colleges
Indicator of Progress: 1. Evidence of a structured orientation program at each college.
Target date: 1989

4.4(3) Create appropriate vehicles through which individual faculty/staff efforts can be recognized.

Responsible Unit: Central Office/Colleges
Indicator of Progress: 1. Evidence of a functioning recognition system.
Target date: 1990

5.0 PUBLIC AWARENESS

"...the public is not sufficiently aware of the wealth of opportunities offered by the state's forty-eight public and independent colleges and universities.... Unless the public takes advantage of the rich resources of Connecticut higher education, the system cannot realize its full potential." (BOG Strategic Plan)

5.1 To market effectively to the public, coordinating and legislative bodies, the philosophy, commitment and successes of the community colleges of Connecticut.

In spite of, or maybe because of, the multiform nature of the community college mission, it is very important to articulate clearly a statement of shared vision, common cause and unified purpose. The variety that is the community college's strength can, in less than ideal circumstances, be its greatest weakness. This potential for fragmentation is increased because of the multi-college nature of the Connecticut system. As each college, and by extension the system, increases in complexity, the need for a clear statement of purpose becomes ever more pressing if the system is to be certain of its direction. With its focus and direction generally established, the system is better equipped to respond to the challenges of the future.

We also need to make the citizens of Connecticut more aware of our colleges and the success which they have enjoyed. A study conducted by the University of Connecticut's Institute for Social Inquiry found that an almost 90% of the people who had attended a community college rated the services good to excellent. On the other hand, not one of the institutions had higher than a 20% name recognition indicator. This suggests that community colleges need to market themselves more aggressively and, in this way, firmly take hold of the future.

5.1(1) Articulate clearly the mission, role and effectiveness of the community colleges of Connecticut.

Responsible Unit: Central Office/Colleges

Indicators of Progress: Central Office

1. Final approval of the System Long-Range Plan.
   Target date: 1988

2. Achievement of the goals of the 1987-88 Marketing Plan.
   Target date: 1988

3. Development and implementation of a 5-Year Marketing Plan.
   Target date: 1989

4. Achievement of the goals of the Long-Range Plan.
   Target date: 1992

Colleges

5. Development and implementation of college marketing plans.
   Target date: 1990

5.1(2) Heighten visibility and strengthen position in the legislature.

Responsible Unit: Central Office/Colleges
Indicator of Progress: 1. Evidence of increased support from legislators for community colleges.
   Target date: Ongoing

APPENDICES

I. Role and Scope Statements

II. Fall '88 Enrollment Statistics

III. Fall '87 and Fall '88 Headcount Enrollment by College

IV. Fall '87 and Fall '88 General Fund Enrollment and FTE

V. Systemwide Enrollment History - 1981-1988

VI. Fall '88 Age Distribution

VII. Fall '88 Age Comparisons of Men and Women

VIII. Fall '88 Ethnic Distribution

IX. Minorities in Connecticut Higher Education

X. Systemwide Program Enrollment

ASNUNTUCK COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Asnuntuck Community College was established in 1972 to meet the educational needs of the residents of north central Connecticut (East Granby, Suffield, Enfield, Somers, Stafford, Ellington, East Windsor, and Windsor Locks). The College is located in the former Kosciuszko Junior High School building (a facility it shares with the Howell Cheney Vocational-Technical High School satellite) in Enfield. Asnuntuck is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. Part of the Regional Community College System, it is also linked administratively with Greater Hartford and Tunxis Community Colleges as part of the Capital Region Community College District.

Though Asnuntuck's full-time enrollment is growing, the College's population is heavily female, older, and part-time. Most students are employed and have family responsibilities.

The economy of the area is in a state of flux. Rapid development around Bradley International Airport, the availability of quality housing and schools, proximity to the Hartford-Springfield metropolitan area, and a business climate conducive to entrepreneurial endeavor have led to a surge of growth and opportunity.

Asnuntuck addresses these phenomena through a variety of coursework, programs, support services, and community service activities. Asnuntuck offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. In addition, the College provides academic and personal counseling, and activities for the young, the aging, and the handicapped.

Asnuntuck is an open-door institution, committed to the broad-scale development of its students and its region. The College prides itself on rapid response to student and community needs.

Asnuntuck Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

GREATER HARTFORD COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Greater Hartford Community College first opened in 1967; the College is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. An open-door institution, Greater Hartford serves the diverse people, communities, and businesses of Hartford and immediately adjacent towns on the west side of the Connecticut River. The College is sited between the commercial and governmental center of Hartford and its western suburbs, near contrasting neighborhoods of economically disadvantaged people and of working and retired professionals. The College serves these constituencies by helping to meet identified educational needs and by working cooperatively with community, business, educational, health care, cultural, and governmental institutions. A part of the Regional Community College System, Greater Hartford is linked administratively with Asnuntuck and Tunxis Community Colleges as part of the Capital Region Community College District.

Greater Hartford's efforts range from remedial/developmental and English as a Second Language offerings on one hand, to business and professional preparation on the other. The College teaches the liberal arts and sciences, as the basis for lifelong learning, for those who want to transfer for further education and for the personal enrichment of students. Greater Hartford carries out its responsibilities through a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, nursing and allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Short courses and non-credit study are also available. The student population is heavily part-time, adult, and female, with large numbers of Blacks, Hispanics, Asians, and nonresident aliens, as well as large numbers of employed people seeking the broad education or specific knowledge needed for advancement or a career change. The College is particularly committed to increasing student academic success through provision of services and facilities including testing to insure placement in courses at the appropriate level, developmental non-credit courses to provide a sound academic basis for subsequent successful credit study, a multilevel program in English as a Second Language, individual and computer-assisted tutoring, library and laboratory facilities, child care, counseling, and financial aid.

Greater Hartford provides a wide variety of community services designed to enrich the intellectual, cultural, and social life of the service region, promote the development of skills for the effective use of leisure time, assist in the identification and resolution of community problems, and make the College resources available to community groups.

Greater Hartford Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

TUNXIS COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Tunxis Community College in Farmington opened in October 1970 to serve the New Britain, Bristol, and Farmington Valley region. The College, an open-door institution, is part of the Regional Community College System. In 1985, Tunxis was confederated with Asnuntuck and Greater Hartford Community Colleges into the Capital Region Community College District. The University of Connecticut Health Center in Farmington provides clinical and instructional space for the College's dental auxiliaries programs. Additional area classroom and laboratory facilities are utilized on an as needed basis.

Tunxis is accredited by the New England Association of Schools and Colleges and the Connecticut Board of Governors for Higher Education and retains program accreditation in Dental Hygiene and Dental Assisting by the American Dental Association. The College offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, dental auxiliaries/allied health, the natural sciences and public service. The College also offers general programs and programs leading to transfer to four-year institutions.

Tunxis is committed to a program of learning and services that provides a stimulating, effective, and economical education. All program-enrolled students at the College take diagnostic placement examinations prior to enrollment. On the basis of the results of these examinations, students are advised to take appropriate courses including developmental course work to address identified needs. Students with special needs are provided with counseling and support services.

The College, through the Division of Community Services and Continuing Education, provides credit and non-credit education and training for persons or organizations. The Division is widely recognized for its efforts in providing short-term training programs designed to retrain, upgrade skills, and assist dislocated workers.

Tunxis Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

HOUSATONIC COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Housatonic Community College serves an eleven town area in Southwestern Connecticut centering about the City of Bridgeport. Part of the Connecticut Regional Community College System, the College was founded in 1967. Housatonic is accredited by the New England Association of Schools and Colleges and Board of Governors for Higher Education. In response to community and student needs, Housatonic offers associate degree programs in preparation for transfer to four year institutions as well as occupationally oriented associate degree and certificate programs. Short-term non-credit courses, seminars and workshops, as well as targeted student services also help satisfy community needs.

The student body at Housatonic Community College is diverse and continues to grow more so in every demographic characteristic measured. Changes in student age, educational goals, and racial and ethnic distribution pose continuing challenges to the College. Responding to these diverse needs calls for flexible and responsible adjustments.

The required flexibility is provided on a base of high quality, accessible instructional and student services. These services are provided on an open-door admission basis at a low cost, in a variety of settings and through a variety of methods and means. A highly qualified and committed faculty and staff provide these support and instructional services fundamentally at the main campus but are able and willing to go to other sites within the service area to meet educational needs. Housatonic Community College offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Special support services responding to community needs include a Transitional Program for the Spanish Speaking, a Women's Center, the Center for Educational Services, a Program for the Learning Disabled, and a Special Services Program for the Disadvantaged.

Housatonic sponsors non-credit courses, seminars, cultural events, and forums designed to respond to specific learning needs of the citizens of its service area and to stimulate community dialogue. The majority of non-credit offerings are designed to enhance the career potential of local citizens and often focus on the rapidly changing nature and requirements of the workplace.

Housatonic Community College intends to be continually responsive in meeting the needs of the citizens it serves and in fulfilling the Mission of the Connecticut Regional Community College System through effective services and delivery systems.

MANCHESTER COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Manchester Community College, established in 1963, is governed by the Board of Trustees of Regional Community Colleges and is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. It primarily serves fourteen towns east of the Connecticut River in the Greater Hartford area.

The student enrollment at Manchester is the largest of the twelve community colleges. While transfer to baccalaureate programs has remained important, the student population has become increasingly diverse in terms of educational goals, academic preparedness, age, sex, race, and other demographic characteristics. Two-thirds of the students are part-time and two-thirds are female.

Manchester Community College provides lifelong educational opportunities in a variety of formats, as well as necessary student support services, in order to serve the needs of area residents. Strong curriculum development emphasis has led to certificate and associate degree programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Systematic program evaluation and investigation continues to strengthen offerings. The College is committed to offering appropriate remedial and developmental courses as part of maintenance of an open-door admission policy.

The College supports cooperative programs with business and industry, both on campus and on site. For example, the credit program with Pratt & Whitney has been cited as a model by the American Association of Community and Junior Colleges. Emphasis is also given to development and offering of non-credit courses designed to prepare persons to enter or re-enter the job market or to enhance specific skills for employment in business, allied health professions, and the human services.

The College, in order to respond to changing community needs, provides a wide range of continuing education and community service activities such as conferences, workshops, community forums, and programs featuring the visual and performing arts.

Manchester Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

MATTATUCK COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Mattatuck Community College, an open-door institution established in 1967, serves the people of the towns and cities in the Greater Waterbury Region. Its policies are guided by the Board of Trustees of Regional Community Colleges and the Board of Governors. It is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. The College is unique in that it is part of the Central Naugatuck Valley Region Higher Education Center.

Mattatuck Community College offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, nursing and allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Major programs unique to Mattatuck include the Automotive Technician, Landscaping, and Horticulture curricula. In addition to college-level services, there are remedial activities, nontraditional approaches, and an Honors Concentration which distinguish the College. The common core in general education is included in all programs, and a faculty-approved philosophy which emphasizes writing and computer applications is a goal of all courses. The remedial activities are an integrated sequence of assessment, courses, and services for disadvantaged and learning disabled students as well as students with skills deficiencies intended to prepare them to succeed in the regular college-level programs.

Sky, sea, science, and cultural activities characterize the College's public service through the Mattatuck Community Observatory's powerful telescope and Project Oceanology, which features biological and physical exploration of Long Island Sound. The C.N.V.R. Learning Resource Center Consortium combines three college libraries and offers the public electronic access to a vast array of information and services including the Connecticut Occupational Information Service (COIS). The Center is also utilized for public presentations in the arts, music, drama, and poetry as well as public use.

Main activities include annual sponsoring of the high school Social Science Fair; the annual gifted elementary and secondary school "Kids on Campus" program; the Mobile Computer Training Van on-site business classroom; as well as child care, all-day kindergarten, and nursery school as special services to students, faculty, and the community.

Mattatuck Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

MIDDLESEX COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Middlesex Community College, founded in 1966 as a Manchester Community College branch campus, is one of twelve public community colleges in the Connecticut Regional Community College System. Middlesex is an open-door, open-enrollment institution which provides low-cost, quality education within easy commuting distance to the citizens of Middlesex County and the towns of Meriden, Madison, Rocky Hill, and Wallingford. Most students are drawn from the towns immediately surrounding the College, although a few students from other parts of the state, from out of state, and from foreign countries also enroll at the College. The College is fully accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education.

Although the majority of its programs and services are centered on campus, Middlesex Community College does use other locations in its service area to make its programs and services more accessible to greater numbers of citizens.

The College serves a student population with increasingly diverse educational goals, life roles, socio-economic and physical characteristics, ages, ethnic backgrounds, and academic preparedness. Providing programs and services appropriate to this diverse population is a major commitment of the College. Middlesex Community College provides strength in its curriculum, excellence in its teaching, and high quality in its services to students. Associate in Arts and Associate in Science degrees and certificates are offered in fields of study designed to prepare students for initial employment, career enhancement, or transfer to a baccalaureate institution. All instruction is at the lower division level, and all programs and courses are designed to fulfill one of the mandates set forth in Connecticut General Statutes (Section 10a-80).

Middlesex Community College offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Non-credit courses, seminars, and workshops are designed and offered to respond to the specific learning needs of area citizens. A majority of non-credit offerings provide specific training in skills required by the rapidly changing nature of the workplace. Many courses are developed for and with advice from area businesses and industries.

(continued)

Middlesex Community College strives to ensure quality and responsiveness in all of its programs and services. Areas of institutional strength include the Broadcast Communications program, the Radiologic Technology curriculum, well-equipped science laboratories, a strong and diversified community services program, learning laboratories in mathematics, writing and reading, and an excellent library.

Middlesex Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

MOHEGAN COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Mohegan Community College, an open-door institution opened in 1970, is part of the Connecticut Regional Community College System. The College offers a broad range of occupational, transfer, and general programs, and a wide variety of support services. Mohegan Community College offers a majority of its programs and services at the main campus located in Norwich. However, the "campus" is the College's service region, and the institution uses a variety of outlying resources and locations to fulfill its responsibilities. Mohegan is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education.

Mohegan serves a student population with increasingly diverse educational goals, life roles, socio-economic and physical characteristics, ages, and academic preparedness. In addition, the College has a proud tradition of serving the military community in the region and enrolls active duty personnel and their families at the Norwich campus and at a satellite center located at the Naval Submarine Base at Groton.

As a community college, Mohegan is committed to serving the lifelong educational needs of a diverse population by making its services accessible in terms of cost, location, and variety of instructional methods and special services. Mohegan has a strong curricula, a highly qualified faculty, and a wide variety of support services to assist students in meeting their educational needs and goals. The College offers an array of associate degree and certificate programs as well as program options to prepare students for initial employment or career enhancement in, for example, business, industry, nursing and allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions.

Mohegan sponsors non-credit courses, seminars, and community forums designed to respond to specific learning needs of the citizens of southeastern Connecticut and to stimulate community dialogue. A majority of non-credit offerings are designed to enhance the career potential of local citizens and often focus on the rapidly changing nature and requirements of the workplace. The College also works with employers and employee groups to develop and update instructional programs to meet the job training needs in southeastern Connecticut.

Mohegan has a strong commitment to quality and responsiveness in all its programs and services. The College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Northwestern Connecticut Community College was founded in 1965. Part of the Regional Community College System, the College is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. Northwestern serves a diversified rural and suburban student population and is the only two-year degree-granting institution of higher education in Litchfield County and the northwestern region.

The College responds to the Mission established in the General Statutes (Section 10a-80) by providing programs of occupational, vocational, and career education; programs of general study including remediation, adult education and continuing education; college transfer programs; community service programs; and student support services. Northwestern offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Northwestern's educational delivery system relies on an on-campus approach with some instruction offered off-campus. Nontraditional approaches to awarding college credit are available in accordance with the policies of the Board of Trustees of Regional Community Colleges.

College community services are designed to enrich the intellectual, cultural, social, and recreational life of the area served. Special training programs are designed for and offered to area businesses and industries. Activities and programs are sponsored to assist in the identification and solution of community problems. In cooperation with the Northwestern Connecticut Adult Education Consortium, made up of seven area boards of education, the College provides adult education programs.

A particularly unique College support service is the Center for Career Education for the Deaf. Northwestern provides this program to accommodate deaf and hearing-impaired individuals within the College courses and curricula. Students in the program are provided with academic support services which include interpreting, tutoring, notetaking, audiovisual media, speech therapy, and counseling. This program represents the only such programmatic effort in the Connecticut higher education community.

Northwestern Connecticut Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

NORWALK COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Norwalk Community College opened in 1961 as a municipal college and joined the Regional Community College System in 1966. The first public community college established in Connecticut, Norwalk gained the first ten-year term of accreditation awarded to a Connecticut Community College by the New England Association of Schools and Colleges. The College is also accredited by the Board of Governors for Higher Education, and several career programs have gained specialized accreditation. These features reflect the overall strength of Norwalk, an open-door institution.

Southwestern Fairfield County, the primary region served by the College, has a population of 350,000 and is one of the strongest economic areas in the United States. Norwalk Community College offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, data processing, nursing and allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions.

The Norwalk Community College student population ranges from teenager to senior citizen with minorities and women well represented. The College's responsiveness to identified needs in the area has drawn the attention and support of community and business leaders. Norwalk has received numerous grants to improve services or initiate a variety of educational innovations. The College is involved in cooperative systemwide efforts as well as cooperative efforts with regional, public, and private higher educational institutions and secondary schools to cultivate increased articulation and facilitate student development from high school to the graduate level.

The College requires that student competency in English and Mathematics be demonstrated for a successful college career. Support services run the entire gamut from Academic Survival Workshops to Orientation to tutoring to financial aid and career planning and placement to assure that all students enjoy a rewarding college experience and a fulfilling career.

As public (community) services, the Continuing Education Division offers both credit and non-credit courses to meet the intellectual, social, cultural, business, and employment needs of the region and certifies more real estate agents than any other college in the state. Public service activities are scheduled in cooperation with social service and municipal agencies and business groups.

Norwalk Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

QUINEBAUG VALLEY COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

Established in 1971, Quinebaug Valley Community College is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. The College is a public open-door institution that, under the jurisdiction of the Board of Trustees of Regional Community Colleges and in keeping with the Mission of Connecticut's community colleges, serves the northeastern region of Connecticut. Northeastern Connecticut is a semi-rural area, characterized by small towns, low population base, small to medium-sized employers, relatively high unemployment (compared to the state average), and relatively low levels of educational attainment. The College operates from a campus on the outskirts of Danielson and from a center in Willimantic. The latter houses the Center for the Study of English and offers English as a Second Language instruction, primarily to members of minority groups.

At its main campus, Quinebaug Valley Community College operates an active developmental education program, "Thresholds to College," and offers a variety of associate degree programs as well as program options to prepare students for employment or advancement in, for example, business, industry, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Certificate programs are also available in various career areas.

The College also provides student support services to meet the diverse needs of a student body comprised of large proportions of women, adults, and part-time students.

Additionally, the College offers a very extensive range of community services. The latter include Saturday College, Summer Session, non-credit short courses, initiatives for the business/industrial sector, and cultural activities.

And, finally, Quinebaug Valley Community College has developed ongoing collaborative arrangements with Harvard H. Ellis Regional Vocational Technical School, Thames Valley State Technical College, and Eastern Connecticut State University. These arrangements share the common foci of achieving maximum utilization of scarce resources while also expanding educational opportunities and convenient access to education for the residents of northeastern Connecticut.

Quinebaug Valley Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

SOUTH CENTRAL COMMUNITY COLLEGE

ROLE AND SCOPE STATEMENT

EXECUTIVE SUMMARY

South Central Community College, a unit within the Regional Community College System, began full-time operation in September 1968. Since 1976 it has been located on Sargent Drive in the Long Wharf Industrial Complex. The College is accredited by the New England Association of Schools and Colleges and the Board of Governors for Higher Education. South Central serves primarily New Haven and the eight surrounding towns. The student body is predominantly adult, part time and female. The College has established an institution-business liaison to provide a skilled working population and to upgrade the skills of those currently employed.

South Central offers a wide variety of associate degree and certificate programs as well as program options to prepare students for employment or advancement in, for example, business, industry, allied health, the natural sciences, and public service. The College also offers general programs and programs leading to transfer to four-year institutions. Program planning is geared to meet the economic, sociocultural, and educational needs of the region.

South Central is dedicated to providing educational opportunities for all potential students, regardless of race, creed, or ethnic background and follows an open-door policy of admission that is consistent with Board of Trustees policies. In support of this policy the College offers developmental and remedial courses in English, Mathematics, and Reading. Additional services include basic skills/computer assisted instruction and assistance to the Learning Disabled. Degree credits are granted for credit courses completed at all institutions with the Connecticut system of higher education and at all other accredited collegiate institutions in accordance with Board policy.

Also within the context of Board policy, students may earn credit for learning acquired in nontraditional ways. The Office of Community Services and Continuing Education conducts on-site programs and courses at various sites within the community. In addition, extension courses are offered at area high schools; non-credit courses are offered both on and off-campus.

South Central has consistently fulfilled its objective of ensuring that the multi-ethnic, urban-suburban communities of its service region have been represented in its student body and has provided necessary support services.

South Central Community College expects to continue to find new ways to fulfill the system Mission through responsive programs, services, and delivery systems.

CONNECTICUT REGIONAL COMMUNITY COLLEGES
NOVEMBER 22, 1988

ENROLLMENT STATISTICS FALL SEMESTER 1988

Number of Students enrolled : 36,511 . . . Up 5% over Fall 1987.
FTE : 16,028 . . . . . Up 5% over Fall 1987.
Full-Time : 7,913 . . . . . Up 6% over Fall 1987.
Part-Time : 28,598 . . . . . Up 5% over Fall 1987.

Women : 25,284 . . . . . 69% of all students enrolled
Men : 11,227 . . . . . 31% of all students enrolled

Full-time women : 4,692 . . . . . 13% of all students enrolled.
Full-time men : 3,221. . . . . 9% of all students enrolled.
Part-time women : 20,592 . . . . . 56% of all students enrolled.
Part-time men : 8,006 . . . . . 22% of all students enrolled.

First-time Students : 14,485 . . . . . 40% of all students enrolled . . . up 4% over Fall 1987.

Racial/Ethnic Status

Non-Resident Alien	448	(1%)
Black, Non-Hispanic	3,316	(9%)
Native American/Alaskan	78	(0.2%)
Asian/Pacific Islander	438	(1%)
Hispanic	1,873	(5%)
White, Non-Hispanic	30,358	(83%)

Program Enrollment

Business	9,456	(26%)
Computer Processing	773	(2%)
Health Services	1,379	(4%)
Engineering/Technology	71	(-)
Public Services	3,043	(8%)
Liberal Arts	3,613	(10%)
General Studies	10,510	(29%)
Special/Non-degree	7,666	(21%)

Age Distributions

Part-Time Students			Full-Time Students		
15 - 19	3,032	(11%)	15 - 19	3,940	(50%)
20 - 24	6,331	(22%)	20 - 24	2,505	(31%)
25 - 29	4,902	(17%)	25 - 29	608	(8%)
30 - 34	3,804	(13%)	30 - 34	362	(5%)
35 - 39	2,953	(10%)	35 - 39	224	(3%)
40 - 44	2,329	(8%)	40 - 44	103	(1%)
45 - 59	2,500	(9%)	45 - 59	105	(1%)
60 +	2,747	(10%)	60 +	66	(1%)

Overall Average Ages	
All Students:	31
Men only	29.5
Women only	32.3
Full-time	22.3
Part-time	33.8

CONNECTICUT REGIONAL COMMUNITY COLLEGES

COMBINED FUND HEADCOUNT ENROLLMENT
FALL 1987-FALL 1988

	1987	1988	%CHANGE
FULL-TIME	7,490	7,913	5.6
PART-TIME	27,277	28,598	4.8
TOTAL STUDENTS	34,767	36,511	5.0

	1987		1988		
	TOTAL STUDENTS	TOTAL FTE	TOTAL STUDENTS	TOTAL FTE	HEADCOUNT %CHANGE
Asnuntuck	1,960	673	1,993	675	1.7
Greater Hartford	2,872	1,203	2,927	1,225	1.9
Housatonic	2,394	1,011	2,475	1,028	3.4
Manchester	6,047	2,872	5,989	2,881	(1.0)
Mattatuck	3,453	1,816	3,812	2,013	10.4
Middlesex	2,935	1,259	3,080	1,384	4.9
Mohegan	2,671	1,173	2,819	1,252	5.5
Northwestern CT	2,167	839	2,346	902	8.3
Norwalk	3,338	1,420	3,338	1,405	0.0
Quinebaug Valley	1,206	511	1,320	525	9.5
South Central	2,673	1,200	3,158	1,348	18.1
Tunxis	3,051	1,301	3,254	1,388	6.7

DL
11/88

CONNECTICUT REGIONAL COMMUNITY COLLEGES
GENERAL FUND ENROLLMENT AND FTE
FALL 1987 & FALL 1988

	FALL 1987				FALL 1988			
COLLEGE	F-T	P-T	TOTAL	FTE	F-T	P-T	TOTAL	FTE
ASCC	186	1,606	1,792	623	195	1,621	1,816	621
GHCC	438	2,218	2,656	1,124	424	2,434	2,858	1,209
HOCC	423	1,854	2,277	976	425	1,867	2,292	991
MACC	1,526	3,947	5,473	2,705	1,623	3,877	5,500	2,747
MTCC	1,120	2,291	3,411	1,807	1,267	2,466	3,733	1,994
MXCC	572	1,556	2,128	1,049	688	2,253	2,941	1,328
MDCC	377	1,852	2,229	947	608	2,173	2,781	1,242
NWCC	362	1,805	2,167	839	408	1,938	2,346	902
NKCC	674	2,645	3,319	1,416	633	2,690	3,323	1,402
QVCC	260	853	1,113	473	272	1,035	1,307	522
SCCC	583	1,961	2,544	1,169	623	2,476	3,099	1,334
TXCC	683	2,368	3,051	1,301	728	2,526	3,254	1,388
TOTALS	7,204	24,956	32,160	14,430	7,894	27,356	35,250	15,679
Change from 1987 to 1988					+9.6%	+9.6%	+9.6%	+8.7%

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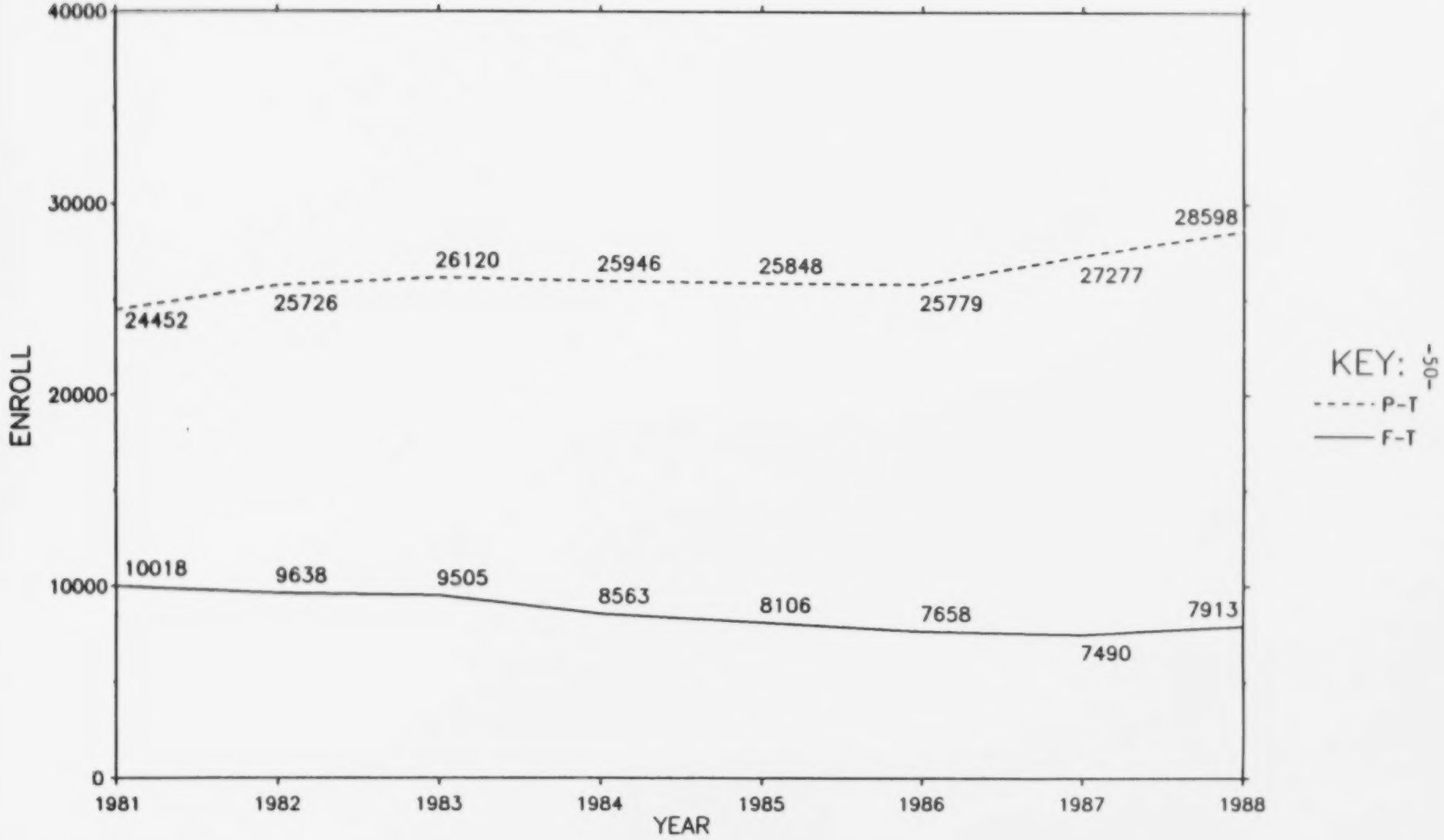
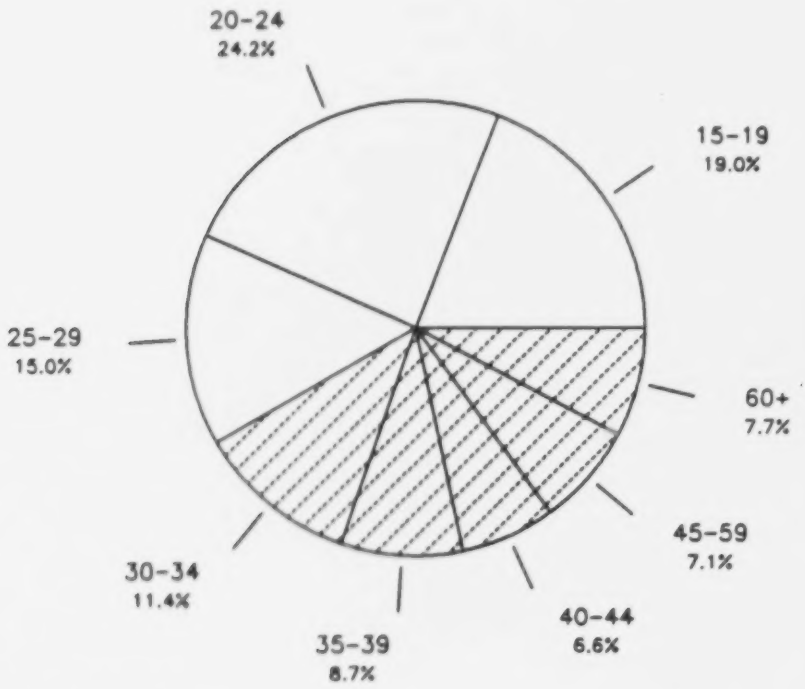
11/10/88

SYSTEM-WIDE ENROLLMENT HISTORY
FALL 1981-1988

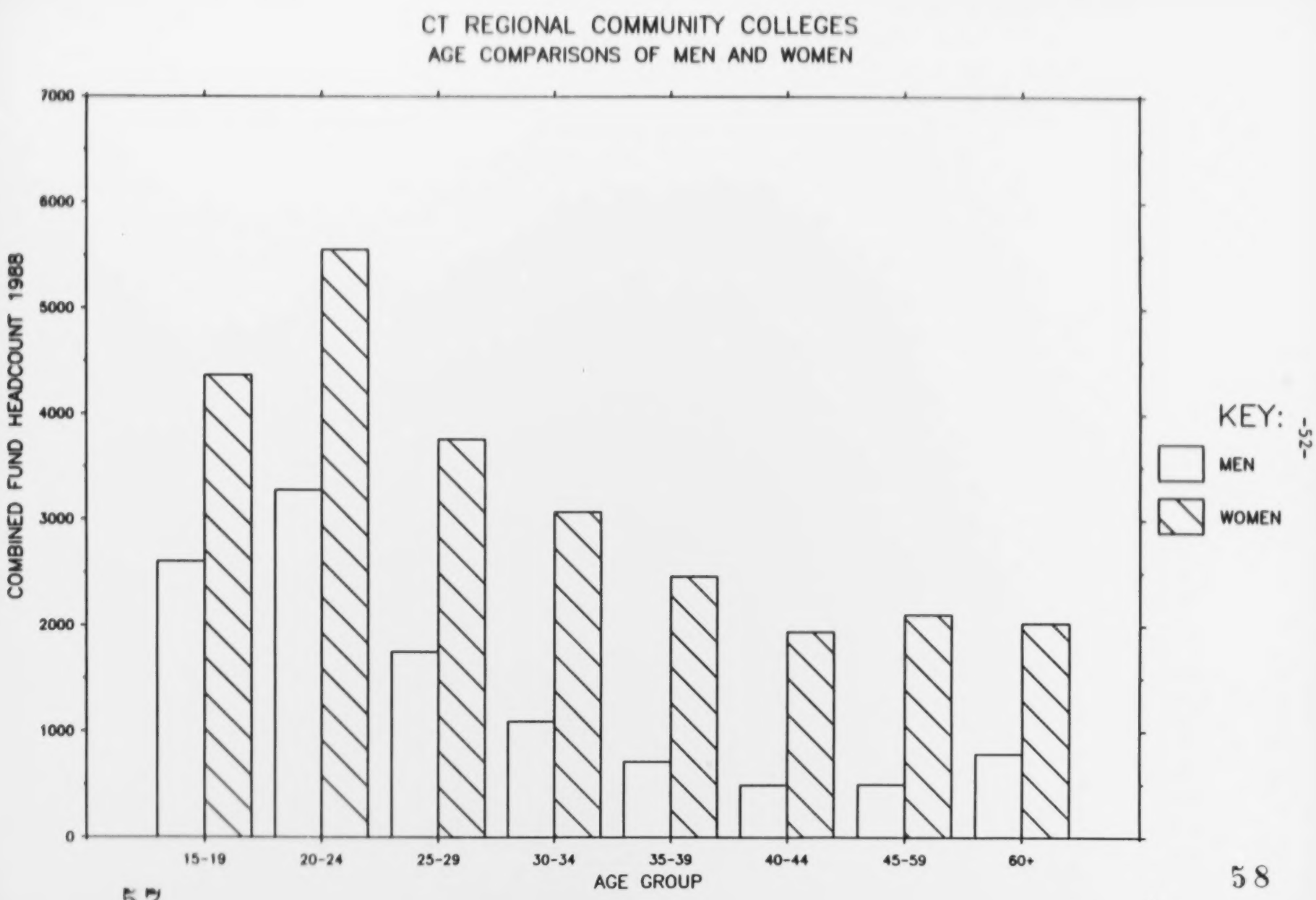


FALL HEGIS/IPEDS REPORTS
TOTAL HEADCOUNT ENROLLMENT

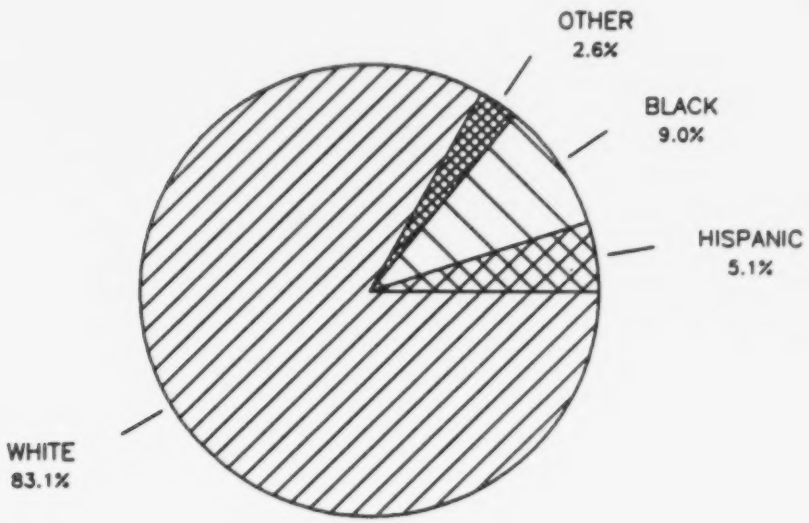
CT REGIONAL COMMUNITY COLLEGES
FALL 1988 AGE DISTRIBUTION



Data taken from official enrollment reports submitted by colleges.

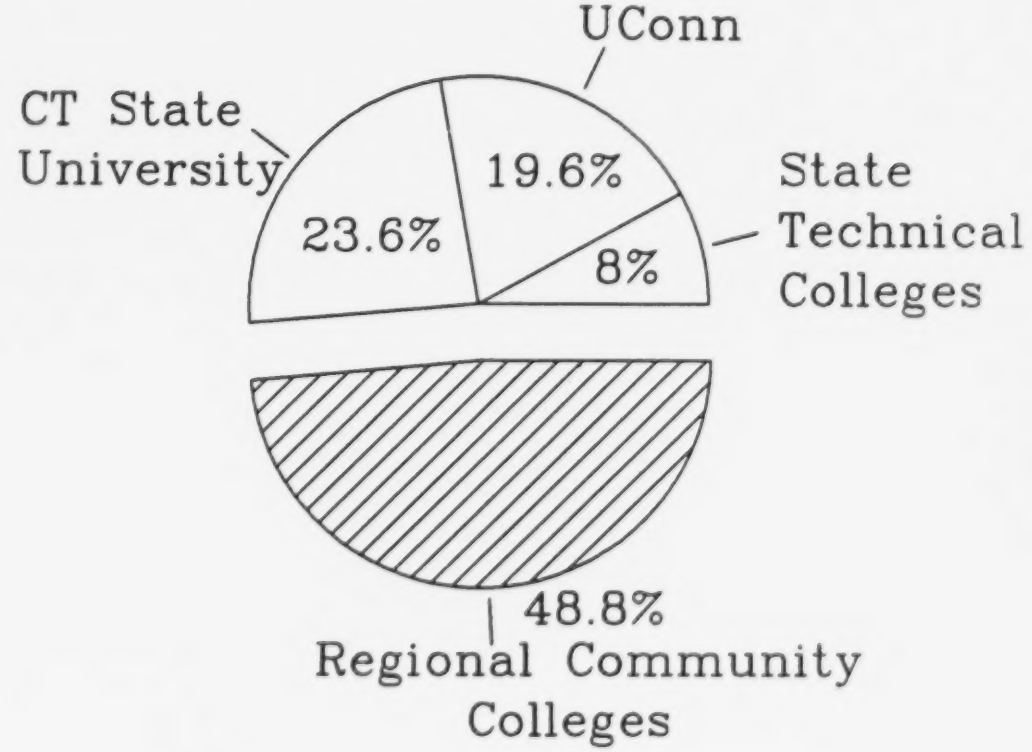

CT REGIONAL COMMUNITY COLLEGES
AGE COMPARISONS OF MEN AND WOMEN
COMBINED FUND HEADCOUNT 1988
7000
6000
5000
4000
3000
2000
1000
0
15-19
20-24
25-29
30-34
35-39
40-44
45-59
60+
AGE GROUP
KEY:
MEN
WOMEN

CT REGIONAL COMMUNITY COLLEGES
FALL 1988 ETHNIC DISTRIBUTION

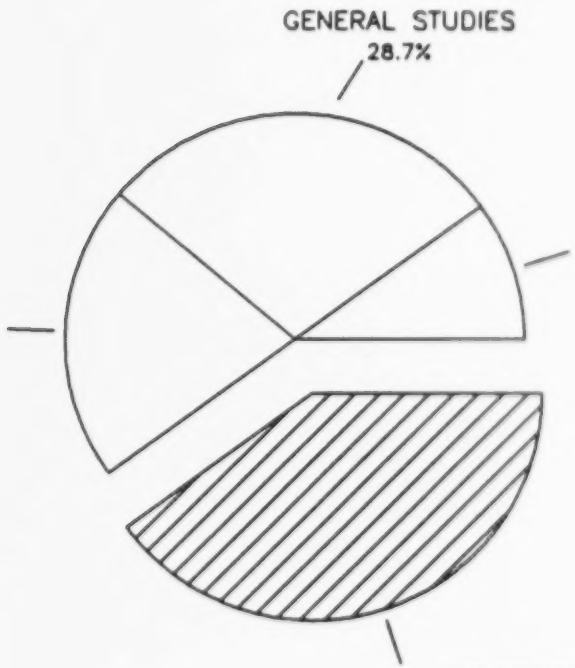


Data from official enrollment reports submitted by colleges.

MINORITIES IN CT HIGHER EDUCATION
FALL 1986



CT REGIONAL COMMUNITY COLLEGES
PROGRAM ENROLLMENT - FALL 1988



Occupational Programs	
Business	64.2 %
Computer Proc.	5.2 %
Health Related	9.2 %
Public Service	20.7 %
Eng/Tech	.5 %

TOTAL ENROLLMENT 36,511

ERIC Clearinghouse for
Junior Colleges MAY 05 1989